

**THE TECHNIQUES IN TEACHING VOCABULARY AT
THE SECOND YEAR STUDENTS OF SEKOLAH
LUAR BIASA(SLB) SRI MUJINAB
PEKANBARU**

Thesis

Submitted to Fulfill One of Requirements
For Undergraduate Degree in English Education



By

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PEKANBARU
1431 H/2010 M**

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ABSTRAK

Skripsi penelitian ini di beri judul “Teknik-teknik dalam mengajar kosa kata di kelas 2 SMP Sri Mujinab Pekanbaru. Kosa kata adalah salah satu kemampuan yang harus dikuasai dalam belajar bahasa Inggris. Menurut penelitian sebelumnya, kita tahu bahwa belajar bahasa Inggris sangat sulit tapi di sekolah ini, murid belajar bahasa Inggris. Jadi, guru mempunyai teknik-teknik yang bagus dalam proses mengajar bahasa Inggris untuk murid bisu.

Tujuan dari penelitian ini adalah: untuk menemukan teknik-teknik dalam mengajar kosa kata dan faktor-faktor yang mendukung guru dalam mengajar kosa kata.

Penelitian ini diadakan di Sekolah Luar Biasa (SLB) Sri Mujinab Pekanbaru. Adapun subjek penelitian ini adalah guru bahasa inggris tersebut. Sedangkan objek penelitian ini adalah teknik-teknik dalam mengajar kosa kata pada siswa kelas 2 di Sekolah Luar Biasa (SLB) Sri Mujinab Pekanbaru. Populasi penelitian ini hanya berjumlah 1 orang, karena jumlah populasinya sedikit, penulis menggunakan teknik Total Sampling. Dalam pengumpulan data, penulis menggunakan observasi dan interview. Observasi digunakan untuk mengetahui teknik-teknik dalam mengajar kosa kata selama proses belajar mengajar dalam kelas dan interview digunakan untuk mengetahui faktor-faktor yang mendukung guru dalam proses mengajar kosa kata. Rumusnya adalah sebagai berikut:

$$P = \frac{F}{N} \times 100\%$$

Adapun faktor yang mendukung guru dalam mengajar kosa kata pada murid kelas 2 Sekolah Luar Biasa (SLB) Sri Mujinab Pekanbaru ada 4, yakni:

1. Tujuan
2. Bimbingan Orang Tua
3. Penghargaan baik terhadap diri sendiri
4. Minat dalam pendidikan

Berdasarkan data analisis tersebut diatas, bisa diambil kesimpulan bahwa teknik-teknik dalam mengajar kosa kata pada siswa kelas 2 Sekolah Luar Biasa (SLB) Sri Mujinab Pekanbaru, dapat di kategorikan “sangat baik” (78%).

ABSTRACT

This research paper entitled “The Techniques in Teaching Vocabulary at The Second Year Students of Sekolah Luar Biasa (SLB) Sri Muginab Pekanbaru”. Vocabulary is one of the skills that the students should mastery in learning English. Based on the researcher previously study, we know that study English very difficult but in this school, the students study English. So, the teacher has good techniques in teaching English process to deaf students.

The Objectives for the study are: to find out the techniques in teaching vocabulary, and the factors that support the teacher in teaching vocabulary.

This research was carried out at Sekolah Luar Biasa (SLB) Sri Muginab Pekanbaru. The subject of this research is the English teacher above. Whereas, the object of this research is the techniques in teaching vocabulary at the second year students of sekolah luar biasa (SLB) Sri Muginab Pekanbaru. The population of this research is English teacher, there is one person. Because of the population is small, so the writer takes the total sampling technique. In collecting data, the writer used observation and interview. Observation was used to know how techniques in teaching vocabulary during the teaching, and learning process in classroom are, and interview was used to find out the factors that support the teacher in teaching vocabulary process. The formula is as follows:

$$P = \frac{F}{N} \times 100\%$$

Furthemore, the factors that support the teacher in teaching vocabulary at the Second Year Students of Sekolah Luar Biasa (SLB) Sri Muginab Pekanbaru. There are four factors that support the teacher in teaching vocabulary process, they are:

1. Goals
2. Parental Guidance
3. Good Self-Esteem
4. Interest in Education

From the data analysis done by the writer, it can be concluded that the techniques in teaching vocabulary at the Second Year Students of Sekolah Luar Biasa (SLB) Sri Muginab Pekanbaru is categorized as “very good” (78%).

ملخص

الموضوع في هذا البحث هو "طريقة في تعليم المفردات في الفصل الثاني بالمدرسة المتوسطة الحكومية خارق للعادة سري موجيناب باكنبارو". المفردات هي أحد من المهارات التي تستعيب في تعلم اللغة الإنجليزية. كما البحث القدم، عرفنا، أن تعلم اللغة الإنجليزية أصعب بل في هذه المدرسة، تعلم التلاميذ اللغة الإنجليزية. إذن، المدرس عند التقنية الجميلة في تعليم اللغة الإنجليزية للتلاميذ البكماء.

أهداف من هذا البحث هو: لإدراك تقنية في تعليم المفردات و العوامل التي تأثير المدرس في تعليم المفردات.

هذا البحث يؤدي في المدرسة المتوسطة الحكومية خارق للعادة سري موجيناب باكنبارو. أفراد في هذا البحث هو مدرس اللغة الإنجليزية. و موضوعه هو طريقة في تعليم المفردات في الفصل الثاني بالمدرسة المتوسطة الحكومية خارق للعادة سري موجيناب باكنبارو. و المجتمع في هذا البحث عدد 1 شخصا، لأن عدد المجتمع قليل، فتستعمل الباحثة طريقة Total Sampling. في جمع البيانات، تستعمل الباحثة المراقبة و المقابلة. و المراقبة تستعمل لإدراك طريقة في تعليم المفردات لما عملية التعليم في الفصل و المقابلة تستعمل لإدراك العوامل التي تأثير المدرس في تعليم المفردات. و الرموز كما يالى:

$$P = \frac{F}{N} \times 100\%$$

أما العوامل التي تأثير المدرس في تعليم المفردات للتلاميذ بالفصل الثاني في المدرسة المتوسطة الحكومية خارق للعادة سري موجيناب باكنبارو أربع، كما يالى:

1. الأهداف

2. الإرشاد من الوالدين

3. التقدير الخير على النفس.

4. الرغبة

على تحليل البيانات، قد الخلاصة أن طريقة في تعليم المفردات للتلاميذ في الفصل الثاني بالمدرسة الخارق للعادة سري موجيناب باكنبارو، تدل " جيد " (78%).

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the famous international languages. It is proven that it has been adopted as the official language of scientific book, commerce and education. In Indonesia, English subject is a compulsory at Elementary School, Junior High School, Senior High School, and University as well. Then, there are four skills to communicate in English, namely: Listening, Speaking, Reading, and Writing. All of the skills consist of some elements, such as grammar, vocabulary, pronunciation, and spelling.

Furthermore, vocabulary is one of the skills that the students should master in learning English. According to David (in Wiwik 2006:1), the consensus seems to be that the development of a rich vocabulary is an important element in the acquisition of a second language. We should be aware that the language proficiency is the final goal of language teaching and learning. We can certainly think of how we acquire our mother tongue by unconsciously recognizing some words in advance; we acquire word by word naturally.

Teaching and learning is an important role in developing the quality of educations, especially at schools. Teacher is one of the components or main factor who much influences the result of teaching and learning process.

They are demanded to have basic skills. At least, they should dominate the materials which will be taught, and have their own competence to convey the materials to their students. It means that the teachers should be able to choose the proper teaching techniques. He/she should master in selecting materials that are relevant to subject, in order that the students can enjoy learning the materials.

Furthermore, the kind of this profession is to give or transfer knowledge to the students. According to Richard (1992:374), teacher is a person who teaches and deals with basic teaching skills and techniques, typically for novice teachers in a preserves education programmer. These skills include such dimensions of teaching as preparing lesson plans, classroom management, teaching the four skills (i.e. reading, writing, listening, speaking), and techniques for presenting and practicing items, correcting errors, etc. From the description above, it is obvious that the teacher is very important figure in bringing and transferring knowledge to the students.

According to Richards (in Kalayo: 2007:32), he mentions about the core components of teacher's knowledge. These include the following aspects:

1. Practical knowledge: the teacher's repertoire of classroom techniques and strategies.
2. Content knowledge: the teachers' understanding of the subject of TESOL, such as pedagogical grammar, phonology, teaching theories etc, as well as the specialized discourse and terminology of language teaching.
3. Contextual knowledge: teacher's familiarity with the school or institutional context, school norm, and knowledge of the learners, including cultural and other relevant information.
4. Pedagogical knowledge: teacher's ability to restructure content knowledge for teaching purposes, and to plan, adapts, and improvises.
5. Personal knowledge: the teacher's personal beliefs and principles and his or her individual approach to teaching.
6. Reflective knowledge: the teacher's capacity to reflect on and assess his or her own practice.

Based on the explanation above, a teacher who is successful in teaching is not only determined by application of teaching and learning process such as appreciate material, mastering teaching material, choosing

appropriate method, but is also determined by the teaching vocabulary; how the teacher conveys the attitudes of students so that teaching and learning process in English is running well.

Then, if we talk about the quality of the teacher, Kalayo (2007:33), states that the quality of English teacher must be developed in terms of TACTIC, they are:

1. Thoughtful: The teachers should be wise; are able to pose themselves and to approach suitable for learners.
2. Active: The teachers must always be active to direct the teaching and learning process toward the goals given.
3. Creative: The teachers must always be creative in planning and implementing learning activities in which they do not only really the activities on students' textbook.
4. Transformative: The teachers must be willing to change and reform towards any development in teaching and learning methodology.
5. Innovative: The teachers must dynamically follow the trends of change in curriculum and students' need.
6. Critical: The teachers must think critically for the achievement of the learners and curriculum.

SLB Sri Mujinab is one of the schools in Pekanbaru that has a Learning English. In this school, English is taught twice a week. We know that a normal students difficult to learn English language. Over time, the average hearing impaired student shows an ever increasing gap in vocabulary growth, complex sentence comprehension and construction, and in concept formation as compared to students with normal hearing. Hearing impaired students often learn to "feign" comprehension with the end result being that the student does have optimal learning opportunities. Therefore, facilitative strategies for hearing impaired students are primarily concerned with various aspects of communication. Other problems arise because deafness is an invisible disability. It is easy for teachers to "forget about it" and treat the student as not having a disability. It has also been shown that hearing impaired students with good English skills also have good science concept formation.

Moreover, a deaf child cannot hear and talk well. But, it is possible they can learn language and have opportunity to learn English as SLB Sri Mujinab did. So, the writer interest to check it what techniques used by the teacher are. Besides, they have also supporting English Program. SLB Sri Mujinab has a Curriculum, in which it taught for the first, second, and third year's students. Based on Curriculum SLB' book (2006:73), there is four storeys; level of literacy: *per formative*, *functional*, *informational*, and

epistemic. At storey; level of *per formative*, people can read, write, and talk with used symbols. At storey, level of *functional* people can use Language to fulfill requirement of everyday life like reading newspaper, guide or manual. At storey, level of *informational* people can access knowledge with its Language. While storey; level of *epistemic* people can lay open knowledge to target.

A teacher who is successful in teaching is not determined by the application of teaching and learning process such as choosing appreciate material, mastering teaching material, choosing appreciate method, but the important one is how the teacher can manage the teaching process well. There are many techniques should be done by the teacher during the teaching process. In this case, the teacher should be able to manage his techniques well. So, to make the teacher simply in managing the techniques during the teaching and learning process can be through by using visual techniques. Techniques are period or step in development vocabulary students.

Actually, students in Sri Mujinab School are all of the disability students, and writer focuses research on deaf students. We know that in normal school, the students who study English do not understand all about English, but in Sri Mujinab School the students have study English although there are not better than those of normal students at other normal school. So, English teacher in Sri Mujinab has good techniques capability in teaching. In

other words, he has understood how to apply of the techniques of teaching, in teaching English process.

Based on the writer preliminary observation, the techniques in teaching vocabulary at the second year students of sekolah luar biasa (SLB) Sri Mujinab Pekanbaru can be seen in factual phenomena bellows:

1. The teacher checks the attendance list of students.
2. The teacher asks about the material to students.
3. The teacher sometimes use picture.
4. The teacher giving motivation to students.
5. The teacher patient teaches deaf students.

Based on the phenomena's above, the writer decides to conduct a research entitled, **“THE TECHNIQUES IN TEACHING VOCABULARY AT THE SECOND YEAR STUDENTS OF SEKOLAH LUAR BIASA (SLB) SRI MUJINAB PEKANBARU”**

B. The Definition of the Term

In this research, to avoid misunderstanding of the title, we need to explain the definition of the term as follows:

1. Teacher: Human being figure of source of occupying position and play a part important in education (Syaiful Bahri Djamarah, 2005:1). Person who teaches (Oxford)

2. Techniques, according to Larsen (1985), are the behavioral manifestation of the principles. In other words, the classroom activities and procedures are derived from an application of the principles.
3. Teaching, according to Graves (2000:31), is knowledge transmission, management, of learning, providing of learning structures, a collaborative process.

C. The Problem

1. The Identification of Problem

Based on background above, the problems are identified as follows:

- a. What are the factors that support the teacher in teaching vocabulary at the second year students of SLB Sri Mujinab Pekanbaru?
- b. What is the technique in teaching vocabulary at the second year students of SLB Srimujinab Pekanbaru?
- c. Can the teacher's techniques make it easier to learning vocabulary?
- d. Why does the teacher rarely use film/video in teaching and learning process?

2. The Limitation of the Problems

In order to obtain a good result in this study, it is quite necessary for the writer to restrict the problem to be discussed. Techniques in teaching vocabulary have four techniques namely: Visual Techniques, Verbal Techniques, Translation and using a dictionary. The writer will limit the problem in this research; the writer focuses The Visual Techniques. They are: pictures, sign languages, diagrams or wall charts.

3. The Formulation of the Problems

In accordance with the limitation of the problem above, the problem is formulated as follows:

- a. What are the techniques in teaching vocabulary at the second year students of SLB Sri Mujinab Pekanbaru?
- b. What are the factors that support the teacher in teaching vocabulary at the second year students of SLB Sri Mujinab Pekanbaru?

4. The Objective and the Significant of the Research

a. The Objective of the Research

1. To find out techniques in teaching vocabulary at the second year students of SLB Sri Mujinab Pekanbaru?

2. To find out factors that support the teacher in teaching vocabulary at the second year students of SLB Sri Mujinab Pekanbaru?

b. The significant of the research

1. To know so far the teacher in teaching vocabulary with using various technique
2. To complete undergraduate study program at UIN SUSKA RIAU
3. To provide information for teacher in Sri Mujinab Pekanbaru Riau
4. To provide some inputs for school in Sri Mujinab Pekanbaru Riau

CHAPTER II

THEORETICAL FRAMEWORK

A. The Theoretical Framework

1. The General Description of Vocabulary

Vocabulary is one of the important elements to be acquired in learning a language someone has to know words and their meaning, if he wants to be able to speak in that language. According to Brown (1980:27:28) “The language competence based on the knowledge or the language structure, language system, vocabulary or based on the all of language aspects and how that aspect can be connected each other”.

In learning a foreign language, vocabulary plays an important role. It is one of elements that link the fourth skills: speaking, listening, reading, and writing all together. Delfia(2007:7) states that “all language skills are concerned with words. In listening, learners hear words; in speaking, they speak words; in reading, they face words; and in writing, they use words”.

As we know, many learners of language are still confused how to begin and to response when talking with their partners because they have limited vocabulary. Vocabulary help people speak concisely and precisely. People can better understand what they read and hear if they know the words, because vocabulary is crucial for getting meaning from a written or oral text. Beside, the purpose of learning a language is to communicate with other (Nunan in Delfia: 2007:7).

According to Chitavelu (1995:241) there are two categories in vocabulary namely:

a. Content Words

These are words with a specific meaning, e.g. girl, chair. They may refer to a person, e.g. teacher; a thing, e.g. pencil; an action, e.g. skipping; a quality, e.g. sweet; or a state, e.g. unhappy. These words carry meaning even when they are not used with other words, i.e. They have lexical meaning. Content words include mainly nouns, verbs, adjectives, and adverbs.

b. Function Words

These words have little meaning when they are used on their own. They, however, show grammatical relationships in and between sentences, i.e. they have grammatical meaning. Words such as the, but and over are function words. This group, therefore, includes categories such as articles, conjunctions and prepositions.

Traditionally, the teaching of vocabulary above elementary levels was mostly incidental, limited to presenting new items as they appeared in reading or sometimes listening texts. This indirect teaching of vocabulary assumes that vocabulary expansion will happen through the practice of other language skills, which has been proved not enough to ensure vocabulary expansion.

Teaching Vocabulary at the beginning level should be concerned on the function of the words and more frequently used vocabulary items. In addition, vocabulary item

should be taught in the same way in teaching other skills. It means that when the teacher explains the lesson, he is expected to use an appropriate technique that can support teaching and learning process.

There are some theories started by expert about teaching vocabulary. Gairns and Redman (1986) say that several aspects of lexis that need to be taken in to account when teaching vocabulary, are:

- a. *Boundaries between conceptual meanings*: knowing not only what lexis refers to, but also where the boundaries are that separate it from words of related meaning (e.g. cup, mug, and bowl).
- b. *Polysemy*: distinguishing between the various meaning of a single word form with several and closely related meanings (head: of a person, of a pin, of an organisation).
- c. *Homonymy*: distinguishing between the various meaning of a single word form which has several meanings which are not closely related (e.g. a file: used to put papers in or a tool).
- d. *Homophony*: understanding words that have the same pronunciation but different spellings and meanings (e.g. flour, flower).
- e. *Synonymy*: distinguishing between the different shades of meaning that synonymous words have (e.g. extends, increase, expand).

- f. *Affective meaning*: distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speakers attitude or the situation. Socio-cultural associations of lexical items are another important factor.
- g. *Style, register, dialect*: Being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.
- h. *Translation*: awareness of certain differences and similarities between the native and the foreign language (e.g. false cognates).
- i. *Chunks of language*: multi-word verbs, idioms, strong and weak collocations, lexical phrases.
- j. *Grammar of vocabulary*: learning the rules that enable students to build up different forms of the word or even different words from that word
- k. *Pronunciation*: ability to recognise and reproduce items in speech.

2. The Nature of Techniques in teaching Vocabulary

According to Richards (in Hasibuan, Kalayo: 2007:4), ELT methodology covers Content of instruction Curriculum and Syllabus, and Specification for the processes in ELT – Approaches/methods, Techniques/Strategies as follows:

- a. Approach: different theories about the nature of language and how language is learned.

- b. Method: an overall plan for the orderly presentation of language material-procedural-based on a selected approach.
- c. Technique: Kinds of classroom activities based on certain methods such as drills, dialogues, role-plays, sentence completion, etc.
- d. Curriculum: an educational program which states the educational purposes of the program (the ends); the content, teaching procedures and learning experiences which will be necessary to achieve these purposes (the means); and some means for assessing whether or not the educational ends have been achieved.
- e. Syllabus: a description of the contents of a course of instruction and the order in which they are to be taught. Language learning Syllabuses are based on the approach and method(s) used.

According Chitravelu (1995:253), visual techniques have some activity type using visuals for the teaching vocabulary namely:

- a. Word picture associations: present a picture of a single object and ask the students to tell you what words they associate with it.e.g. a picture of a clock may generate words such as clock, time, punctual, late, hurry, panic.
- b. Using diagram: you can use a variety of diagrams to explain classifications or procedures. e.g. drawing line graphs or bar charts to show the meaning of words like increase, decrease, gradual and steep.

3. Disability Students

a. Definition of Disability Students

Disability is a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

b. Characteristics of disability students

Hearing disabled students may be defined as deaf or hard of hearing. An individual classified as deaf is one whose hearing loss is so great that speech cannot be understood through the ears alone, even with a hearing aid. Conversely, a person described as hard of hearing has a significant hearing loss requiring some special adaptations, but can understand speech through auditory processes (Heward, 2000).

Students with a severe loss (71 to 90 dB) can probably hear voices only if they are loud and close the ear. Although these individuals might have some linguistic skills, sign language and visual attention to the speaker will be needed to enhance communication. Persons with severe loss (91 dB or more) are more aware of vibrations than tonal patterns and may not have intelligible speech. Although some sounds may be audible through a hearing device, sign language will be used as the principal means of communication (Darrow&Schunk, 1996; Heward, 2000).

Students with hearing loss are as individual as members of any other group. They may wish to communicate by signing or using oral approaches. A student's individual education plan will include specific recommendations, such as oral approaches (speech reading, auditory training, amplification) and manual approaches (American Sign Language).

Teaching Deaf Students is important for teachers to realize that within the educational community, there are two basic philosophies of how deaf and hard of hearing students should be educated.

- a. First philosophy stresses the fundamental importance of the auditory channel for communication and the need to provide early amplification and intensive auditory stimulation in order to facilitate oral language development through listening.
- b. Second philosophy stresses the importance of vision as the communication channel and the importance of early language development through signing.

Some characteristics of students who have a hearing loss are recurring ear infections, wear hearing aids, move around the classroom to get closer to sound source and appear physically uncoordinated in some activities. In emotional/behavioral aspects, they choose younger or handicapped students as peer group, isolated, frequently misunderstand peers and use physical contact for getting attention.

Students who are deaf or hard of hearing may not know how to begin, how to proceed, and how to organize the process of completing an assignment, even though they are intelligent. This lack of independence can result in time management problems, frustration and discouragement. Teachers can help the impaired students often learn to “feign” comprehension with the end result being that the students do have optimal learning opportunities (Hash: 2003: 1-2).

4. Techniques in Teaching Vocabulary for Disability Students

According to Chittravelu (1995:280), they are some the use of teaching techniques will help ensure that maximum learning takes place in the classroom.

- a. Student attention is usually draw by greeting the class when the teacher enter the class.
- b. The teachers deliberately speak softly and then gradually increase volume as the class become quite.
- c. The teacher use gestures.
- d. The teacher's skill in getting students' interest and involvement at the start of the lesson.
- e. Relate the topic to something of great interest to the class.
- f. Use pictures, models, diagrams or real objects to draw attention and invite comments.
- g. Draw on students' previous experience.

According to Syafrida.N (in Suryosubroto: 2002:36), when the teachers begin the teaching process, they should do the activities:

- a. The teacher checks the attendance list of students.
- b. The teacher asks the students about the materials that have been explained before.
- c. The teacher gives opportunity to the students to question about the materials that have been explained previously.
- d. The teacher gives questions to the students that are related to the materials given.
- e. The teacher reviews the materials.

Based on syllabus curriculum KTSP, the teacher teach English class at the second year students of junior high school for four meeting (4 x 40 hours), there are some steps in activities in the class.

1. First Activity, they are greeting, praying, checking attendance list, and giving motivation.
2. Core Activity, they are giving materials and giving the students tasks.
3. Last activity, they are giving opportunity to students to answer the question, giving home work and greeting.

Based on three the statement above, the writer concludes that there are some steps in teaching and learning process to disability students, namely:

1. First Activity
 - a. The English teacher introduces the lesson to the students.
 - b. The English teacher checks the attendance list of students.
 - c. The English teacher gets students' interest and involvement at the start of the lesson.
2. Core Activity
 - a. The English teacher presents the lessons speak softly and gradually increase volume as the class become quite.
 - b. The English teacher explains the lesson followed by gesture.

- c. The English teacher explains the lesson followed by picture.
- d. The English teacher asks the students about the materials that have been explained before.
- e. The English teacher gives questions to the students that are related to the materials given.

3. Last Activity

- a. The English teacher gives opportunity to the students to answer the materials that have been explained previously.
- b. The English gives home work to the students.

There are many purposes for teacher in teaching students, namely:

- a. Help students learn the course content.
- b. Have students find and present supplementary course materials (to the class or a small group).
- c. Improve students' communication skills.
- d. Give students opportunities to practice professional skills (e.g., interviewing, presenting at business meetings or academic conferences, performing for an audience).
- e. Add variety to class sessions.
- f. Evaluate students' mastery of course content.

It is useful to have visual representations of material in a presentation. Visual aids make a presentation more clear, interesting, and memorable. Visual aids help a speaker capture the attention of the audience and also make the presentation more understandable to the audience. Types of visual aids that students may use include PowerPoint, overhead transparencies, videotapes or DVDs, objects, models, drawings, people, slides, maps, photographs and charts or graphs. (**[http: www.hawaii.edu/gened/oc/oce.htm](http://www.hawaii.edu/gened/oc/oce.htm)**)

Since the purpose of using visual aids is to enhance a presentation by providing a visual representation, it is important that students follow some basic rules in using visual aids:

- 1) *Visual aids should be substantive.* Visual aids should add to the presentation
- 2) *Visual aids should be easily seen by the audience.* Words, charts, photos, and so on need to be large enough so that everyone in the room can see them. Visual aids that are too small to see do not add to a presentation; indeed, they compromise the credibility of the speaker.
- 3) *Speakers should not obstruct the audience's view of the visual aids.* If a speaker displays visual aids on a screen in front of the room, he/she should not stand in front of the screen.
- 4) *Maintain eye contact while using the visual aids.* In other words, talk to the audience, not to the visual aid.
- 5) *Explain the visual aids.* A speaker cannot assume that the audience will understand the visual aids; interpret and explain the visual aids.

- 6) *Do not pass objects among the audience.* Speakers sometimes do this so that audience members can get a closer look at the object. However, if the object was too small, the speaker should not have used it. Passing objects among the audience is distracting. It would be better for the speaker to invite audience members to look at the objects after the presentation, or after class.
- 7) *Use handouts appropriately.* Unless a speaker will refer to a handout throughout the presentation, it is best to wait until after the presentation to distribute handouts. Audience members can become distracted by reading the handout rather than listening to the speaker.
- 8) *Use appropriate visual aids.* Dangerous or illegal visual aids should be avoided.
- 9) *Practice the presentation with the visual aids.* Students should prepare visual aids well enough in advance so they can practice their presentation with them. This will give the students a good indication of how long it will take to display and discuss the visual aids during the actual presentation in class.
- 10) *Learn how to use the equipment in the classroom.* It is helpful to emphasize to students the importance of planning visual aids in advance and making sure they know how to use any electronic or computer equipment ahead of time.

In addition, visual aids have aspects to show visual clues such as maps and charts, list page numbers, questions numbers, assignments, key points and new vocabulary on the chalkboard and this will allow you to face the class and give students a chance to speech read during the lesson. Then you can make them more successful if you pre-teach new vocabulary to the hearing impaired students question the students at regular intervals

to ensure comprehension write an outline of the key points on the chalkboard before the lesson and repeating the same words. Here are a few tips for highly apprehensive students to help them deal with their fear of oral communication:

- a. **Prepare thoroughly.** Outline the presentation and practice it several times before delivering the presentation to an audience.
- b. **Speak about a familiar topic.** It is much easier to speak on topics that we already know about, rather than trying to tackle unfamiliar territory. Students sometimes choose topics because they know they can find a great deal of information on that topic. However, it is best to stick with topics that interest you and that are familiar.
- c. **Realize that you are not alone.** Most people are apprehensive about speaking in public and just as nervous as everyone else about giving a class presentation.
- d. **Focus on getting the message across to the audience** rather than on what the audience is thinking of you as a speaker. Realize that you feel more nervous than you actually look. The audience is focused on listening to your message, not on how nervous you look.
- e. **Use positive visualization.** It is helpful to imagine yourself giving a successful presentation to an appreciative audience. Negative thoughts and doubts increase anxiety, whereas positive visualization makes you feel more comfortable and confident.

- f. **Practice relaxation techniques.** It is helpful to manage speaking anxiety by using techniques such as deep-breathing, exercise, meditation, or yoga. Students may want to take a walk across campus before a presentation, for example.
- g. **Use visual aids in your presentation.** Students report that using visual aids is helpful in managing anxiety. This is because the attention is diverted from the speaker to the visual aids and also because visual aids give the speaker something to work with while they speak. This gives the speaker something to do with their hands and helps to channel nervous energy.
- h. **Practice.** The more a speaker practices, the more familiar he/she is with the information and the more comfortable he/she will be during the actual presentation. The value of practice cannot be emphasized enough when it comes to giving class presentations.

While teaching to absolute beginners is easier when you share another language with your students (Mirtam K: user-submitted article), namely:

a) Step 1

Get an ESL course book that clearly outlines a plan and goals for absolute beginners. A solid foundation in the basics is vital for your language students' further learning. Unfortunately though, when teaching beginners, it's all too easy skip over grammar and vocabulary you think they know. A good course book will keep you on track.

b) Step 2

Start with what they know. Especially in urban areas, very few people know no English. From TV, pop music or even advertising, many people have picked up phrases like "Thank you" and "I love you." Find out what your students know and build on those words and phrases.

c) Step 3

Get them talking with the Direct Approach. The Direct Approach is a dialogue-based language teaching method for absolute beginners. The teacher might walk up to a student and say "Hi. I'm Jamie. You are...?" use gestures for "I" and "you" until the student can reply correctly. You can teach a whole English course for absolute beginners this way, but there's room to mix in other ESL teaching methods too.

d) Step 4

Try Total Physical Response. This teaching method involves students physically acting on the teacher's instructions. With this method you can move from the "He is Juan. This is a book." phrases of the Direct Approach to more involved English sentences like "Juan, please put this book on the smaller table."

e) Step 5

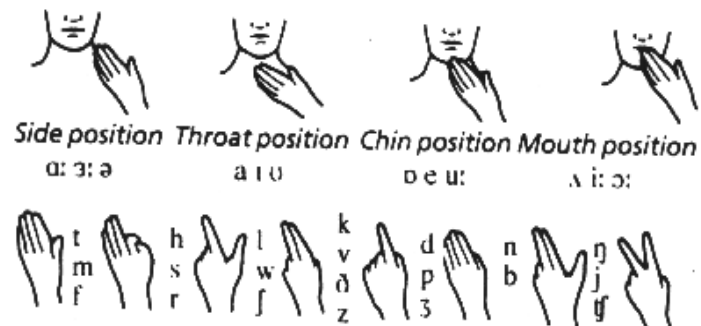
Use pictures. Pictures teach vocabulary fast. To avoid confusion, use pictures that show only one thing. Otherwise, make sure you clearly point out the object in the picture that you're naming. It's easy to teach English nouns and adjectives this way, but with verbs and adverbs, you'll still need to do a little acting to make sure you've clearly conveyed the word's meaning.

f) Step 6

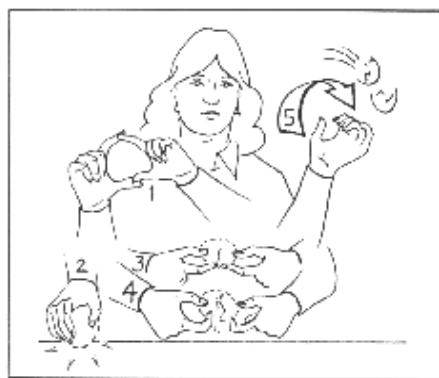
Make good use of gestures and facial expressions in your ESL class. With facial expressions and body language, you can also teach words for feelings and opinions, such as "tired" and "love." You can also develop a set of gestures for certain common requests, such as pointing to your ear for "repeat." It may take one or two lessons for all your ESL students to understand these signals, but overall it will speed up communication.

Based on Victor Hugo (1848), there are some ways in teaching and learning process like Oralism, Thought and Language, Sign and Gesture, Iconicity and Total Communication. From kinds of ways in teaching and learning process, we can see this below:

1. Oralism



2. Sign and Gesture



(a) Pantomime of 'egg'



(b) ASL sign EGG



(a) American Sign Language

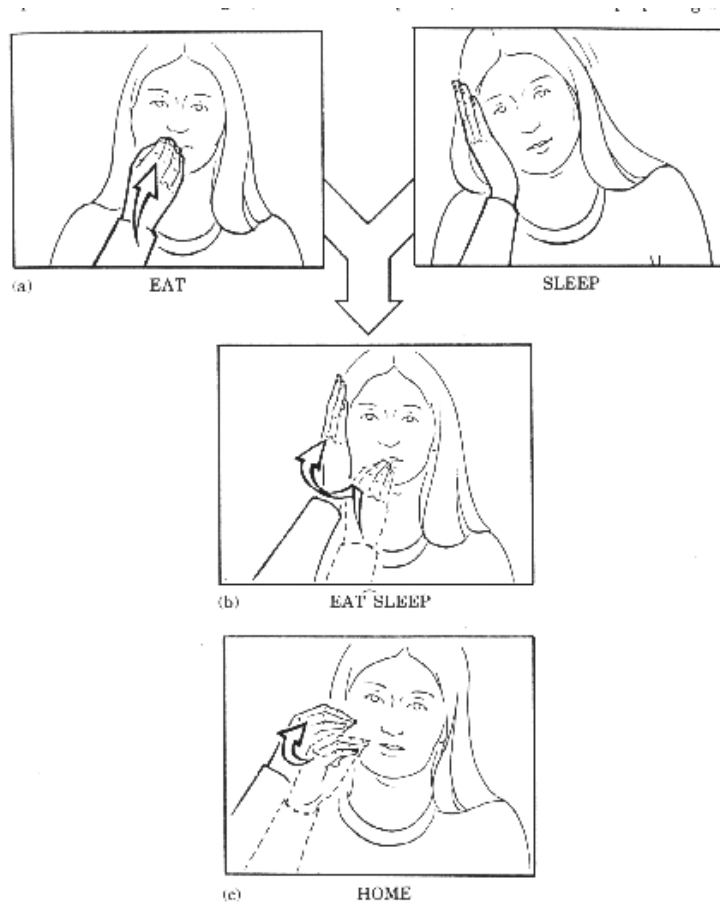


(b) Danish Sign Language

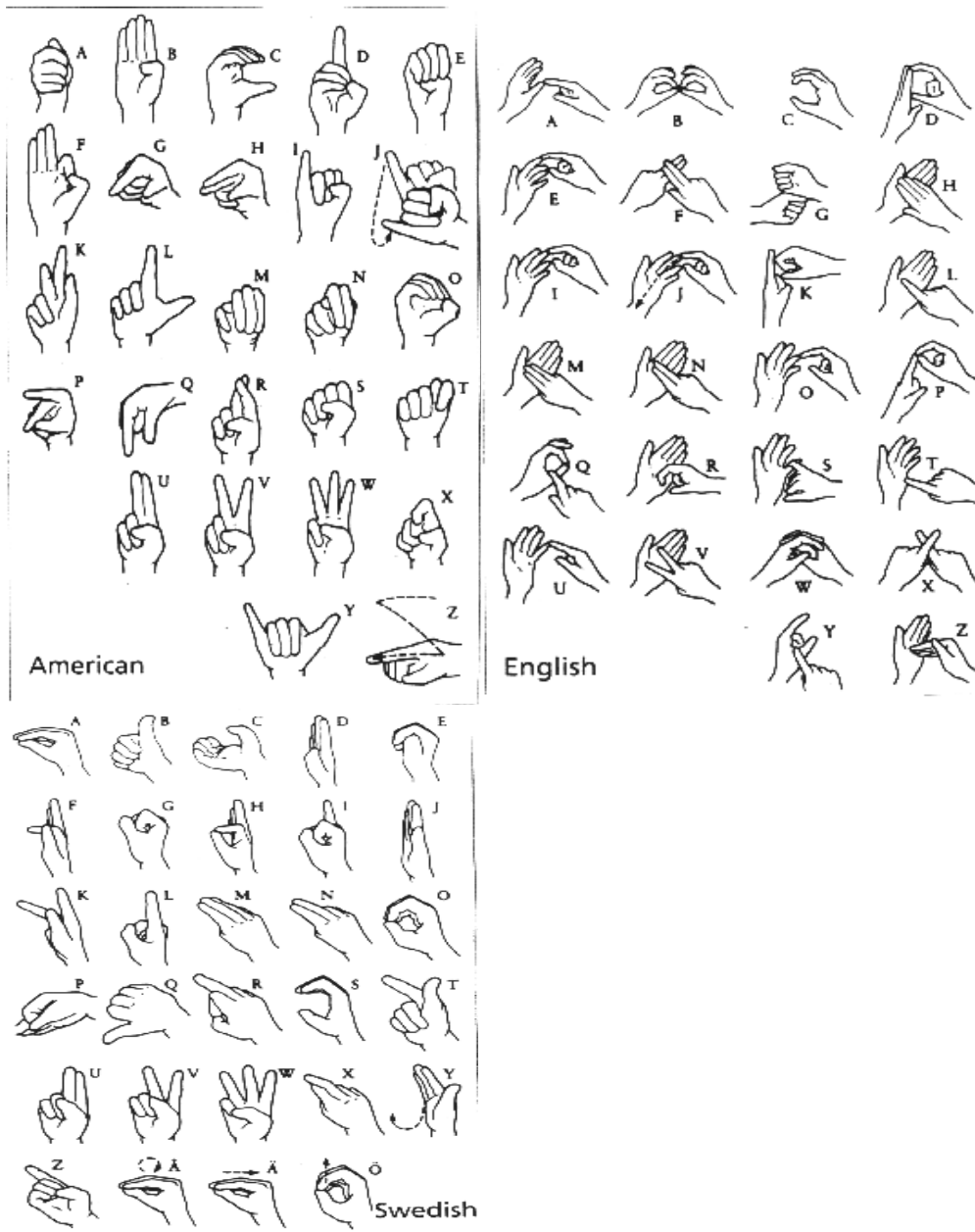


(c) Chinese Sign Language

3. Iconicity



4. Total Communication



5. The factors that should be had by a teacher

1. Goals

Teachers are instrumental at helping children decide on what they to be.

2. Parental Guidance

Teachers can help to fill in the gaps for students who need parental guidance. It can have a positive impact on children who are in need of attention.

3. Good Self-Esteem

High self-Esteem helps children become much happier individuals. Teachers can play a part in this by helping children feel good about them.

4. Interest in Education

Teachers play an important part in education when it comes to a child's interest. Many children tend to put off difficult subjects. Teachers who are able to help a child better understand these subjects can increase the level of interest in education.

There are teachers who have the ability to make learning more enjoyable for students. This is a great influence that teachers can have on children. The more interest that children have in education, the more they are willing to learn. This will help them to become more intelligent.

B. Relevant Research

The research is relevant to the research conducted by Wiwik Triani (2006). In her research, she emphasized on the Correlation between the Teaching Techniques and The Vocabulary mastery of The Second Year Students at Ponpes KH. Ahmad Dahlan Taluk Kuantan. She found out that the techniques are very important done by the teachers in

teaching process, if the teachers have enough technique in teaching, automatically the vocabulary mastery will be enough too, and the teachers have less technique in teaching, the vocabulary mastery of teaching techniques will be less.

The similar research was also conducted by Syafrida Ningsih (2009). Her research design is also descriptive study entitled “The Implementation of the Stages of Teaching English at MTS Al-Muttaqin Pekanbaru. She found that it is important to implement the stages for the teachers as guidance before coming to teach.

The problem which is not yet discussed in the previous researches will be discussed in this research. This research is focused on the techniques in teaching vocabulary at the second year students of sekolah luar biasa (SLB) Sri Mujinab Pekanbaru.

C. Operational Concept

Operational Concept is a concept used to avoid misunderstanding and misinterpretation. The explanation the technique in teaching vocabulary, the writer uses some indicators as follows:

- a. The English teacher introduces the lesson to the students.
- b. The English teacher checks the attendance list of students.
- c. The English teacher gets students’ interest and involvement at the start of the lesson.

- d. The English teacher present the lesson speak softly and gradually increase volume as the class become quite.
- e. The English teacher explains the lesson followed by gesture.
- f. The English teacher explains the lesson followed by picture.
- g. The English teacher asks the students about the materials that have been explained before.
- h. The English teacher gives questions to the students that are related to the materials given.
- i. The English teacher gives opportunity to the students to answer the materials that have been explained previously.
- j. The English teacher gives home work to the students.

There are some factors that support teacher in teaching vocabulary. It can be seen as follows:

- a. Goals
- b. Parental Guidance
- c. Good Self-Esteem
- d. Interest in Education

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The title of this research is “The Techniques in Teaching Vocabulary at the Second Year Students of Sekolah Luar Biasa (SLB) Sri Mujinab Pekanbaru”. So that, the design of this research is descriptive, there is only one variable. It means that this thesis describes the teachers’ techniques in teaching vocabulary at the second year students of sekolah luar biasa (SLB) Sri Mujinab Pekanbaru.

B. The Location and Time Research

The writer has done this research at the teacher at SLB Sri Mujinab Pekanbaru. This research was started on April 2009.

C. The Subject and Object of the Research

The Subject of this research is the teacher of the second year students at SLB Sri Mujinab Pekanbaru. The object of this research is the techniques in teaching vocabulary at the second year students of Sekolah Luar Biasa (SLB) Sri Mujinab Pekanbaru, and factors that support the teacher in teaching vocabulary.

D. The Population and Sample of the Research

The respondent of this research is the teacher of the second year students at SLB Sri Muginab Pekanbaru. It consists of one teacher. Therefore, the total number of sample is one person. Because of the population is small, so the writer takes the total sampling.

E. The Technique of Data Collection

The writer used two instruments to collect the data of this research. It can be seen as follows:

1. Observation

This technique was used to have some data about the technique of English teacher or teaching vocabulary by observing the teaching learning process.

2. Interview

The writer also collected the data by using interview. It was used to find out the factors that support the teacher in teaching vocabulary process. In interview, the writer asked some questions to respondent the teacher of English at SLB Sri Muginab Pekanbaru. Then, the writer analyzes his respondent.

F. The technique of data analysis

This research uses descriptive method. It aims to find out the techniques in teaching vocabulary at SLB Sri Muginab Pekanbaru.

To categorize the ability levels of the English teacher in teaching vocabulary, the following measurement scale was used:

- Very Good (76%-100%)
- Enough (56%-75%)

- Less (46%-56%)
- Bad (Less than 45%)

(Suharsimi Arikunto 1998:246)

Then, to know the percentage the techniques in teaching vocabulary process, the writer used the following formula:

$$P = \frac{F}{N} \times 100 \%$$

Where:

P: Percentage

F: Frequency of score

N: The total of score

(Sudijono 2008:43)

CHAPTER IV

THE PRESENTATION OF THE DATA ANALYSIS

A. The Description of the Data

In this data presentation, there are two instruments used by the writer. The first is observation and the second is interview. It has been noticed that the aim of this research are to find out the techniques in teaching vocabulary and to know the factors that support the teacher in teaching vocabulary. Therefore, to gain the data about the techniques in teaching vocabulary at the second year students of sekolah luar biasa (SLB) Sri Mujinab Pekanbaru, writer used observation techniques. Meanwhile, in collecting the data about the factors that support the teacher in teaching vocabulary, writer used interview technique.

Firstly, the writer will present the result of observation toward an English teacher who teach at the second year students of sekolah luar biasa(SLB) Sri Mujinab Pekanbaru. The observation was conducted to record the activities done by English teacher during the teaching and learning process. It contains two alternative answers. Firstly, “YES” this indicates the teacher’s technique well. Secondly, “NO” it indicates that the English teacher did not use technique well.

1. The Techniques in Teaching Vocabulary at the Second Year Students of SLB Sri Mujinab Pekanbaru

The data is presented as a result of the observation conducted by Mr. Slamet Hanafi, S.Pd. The writer observed five times. The observation was done for two month

starting on May to June 2009. After conducting observation, the result can be seen as follows:

TABLE IV.1
THE FIRST MEETING OF OBSERVATION

Day / Date : Monday, 04 May 2009
 Name of Teacher : Mr. Slamet Hanafi, S.Pd.
 Lesson : English
 Class : VIII SMPLB-B
 Meeting : 1

No	Observation	Result of Observation	
		Yes	No
1	The English teacher introduces the lesson to the students	√	
2	The English teacher checks the attendance list of students	√	
3	The English teacher gets students' interest and involvement at the start of the lesson	√	
4	The English teacher presents the lesson speak softly and gradually increase volume as the class become quite		√
5	The English teacher explains the lesson followed by gesture	√	
6	The English teacher explains the lesson followed by picture	√	
7	The English teacher asks the students about the materials that have been explained before		√
8	The English teacher gives questions to the students that are related to the materials given		√
9	The English teacher gives opportunity to the students to answer the materials that have been explained previously	√	
10	The English teacher gives home work to the students		√
Total		6	4

This table shows us that the teacher do not used techniques number 4, 7, 8 and 10. It can see from the list answer, the teacher applied six activities used to develop the students' vocabulary.

TABLE IV.2
THE SECOND MEETING OF OBSERVATION

Day / Date : Thursday, 14 May 2009
 Name of Teacher : Mr. Slamet Hanafi, S.Pd.
 Lesson : English
 Class : VIII SMPLB-B
 Meeting : 2

No	Observation	Result of Observation	
		Yes	No
1	The English teacher introduces the lesson to the students	√	
2	The English teacher checks the attendance list of students	√	
3	The English teacher gets students' interest and involvement at the start of the lesson	√	
4	The English teacher presents the lesson speak softly and gradually increase volume as the class become quite	√	
5	The English teacher explains the lesson followed by gesture	√	
6	The English teacher explains the lesson followed by picture	√	
7	The English teacher asks the students about the materials that have been explained before		√
8	The English teacher gives questions to the students that are related to the materials given		√
9	The English teacher gives opportunity to the students to answer the materials that have been explained previously	√	
10	The English teacher gives home work to the students		√
Total		7	3

The table above shows the teacher also rarely applied the techniques are number 7, 8 and 10. It can see from the answer, number 4 the teacher applied the techniques well.

TABLE IV.3
THE THIRD MEETING OF OBSERVATION

Day / Date : Monday, 18 May 2009
 Name of Teacher : Mr. Slamet Hanafi, S.Pd.
 Lesson : English
 Class : VIII SMPLB-B
 Meeting : 3

No	Observation	Result of Observation	
		Yes	No
1	The English teacher introduces the lesson to the students	√	
2	The English teacher checks the attendance list of students	√	
3	The English teacher gets students' interest and involvement at the start of the lesson	√	
4	The English teacher presents the lesson speak softly and gradually increase volume as the class become quite	√	
5	The English teacher explains the lesson followed by gesture	√	
6	The English teacher explains the lesson followed by picture		√
7	The English teacher asks the students about the materials that have been explained before	√	
8	The English teacher gives questions to the students that are related to the materials given	√	
9	The English teacher gives opportunity to the students to answer the materials that have been explained previously	√	
10	The English teacher gives home work to the students		√
Total		8	2

From the third observation, the writer can describe that techniques number 10 seldom applied in the class, and technique number 6 was not applied in this observation.

TABLE IV.4
THE FOURTH MEETING OF OBSERVATION

Day / Date : Thursday, 28 May 2009
Name of Teacher : Mr. Slamet Hanafi, S.Pd.
Lesson : English
Class : VIII SMPLB-B
Meeting : 4

No	Observation	Result of Observation	
		Yes	No
1	The English teacher introduces the lesson to the students	√	

2	The English teacher checks the attendance list of students	√	
3	The English teacher gets students' interest and involvement at the start of the lesson		√
4	The English teacher presents the lesson speak softly and gradually increase volume as the class become quite	√	
5	The English teacher explains the lesson followed by gesture	√	
6	The English teacher explains the lesson followed by picture	√	
7	The English teacher asks the students about the materials that have been explained before	√	
8	The English teacher gives questions to the students that are related to the materials given	√	
9	The English teacher gives opportunity to the students to answer the materials that have been explained previously	√	
10	The English teacher gives home work to the students	√	
Total		9	1

From the fourth observation, the teacher is still the same, but in this observation technique number 3 was not applied in the class. It can be seen that the techniques are still in well categories.

TABLE IV.5
THE FIFTH MEETING OF OBSERVATION

Day / Date : Monday, 01 June 2009
Name of Teacher : Mr. Slamet Hanafi, S.Pd.
Lesson : English
Class : VIII SMPLB-B
Meeting : 5

No	Observation	Result of Observation	
		Yes	No
1	The English teacher introduces the lesson to the students	√	
2	The English teacher checks the attendance list of students	√	
3	The English teacher gets students' interest and involvement at the start of the lesson	√	
4	The English teacher presents the lesson speak softly and gradually increase volume as the class become quite	√	

5	The English teacher explains the lesson followed by gesture	√	
6	The English teacher explains the lesson followed by picture	√	
7	The English teacher asks the students about the materials that have been explained before	√	
8	The English teacher gives questions to the students that are related to the materials given	√	
9	The English teacher gives opportunity to the students to answer the materials that have been explained previously	√	
10	The English teacher gives home work to the students		√
Total		9	1

From the fifth observation to the teacher, it can be seen that teacher often did not apply techniques number 10 “the English teacher gives home work to the students”. From the table above, it can be concluded that the highest answer is “Yes” (78%). It means that the English teacher in the fifth observation applied the techniques well.

TABLE IV.6

THE RECAPITULATION OF THE RESULT OBSERVATION

No	Observation	Result of Observation			
		Yes		No	
		F	P	F	P
1	The English teacher introduces the lesson to the students	5	100%	0	0%
2	The English teacher checks the attendance list of students	5	100%	0	0%
3	The English teacher gets students' interest and involvement at the start of the lesson	4	80%	1	20%
4	The English teacher presents the lesson speak softly and gradually increase volume as the class become quite	4	80%	1	20%
5	The English teacher explains the lesson followed by gesture	5	100%	0	0%

6	The English teacher explains the lesson followed by picture	4	80%	1	20%
7	The English teacher asks the students about the materials that have been explained before	3	60%	2	40%
8	The English teacher gives questions to the students that are related to the materials given	3	60%	2	40%
9	The English teacher gives opportunity to the students to answer the materials that have been explained previously	5	100%	0	0%
10	The English teacher gives home work to the students	1	20%	4	80%
Total		39	7.8%	11	2.2%

The table shows that the results of observation toward Mr. Slamet Hanafi, S.Pd indicate the number of the answer “Yes” is 39 and for the answer “No” is 11. Percentage of the result of observation “Yes” is $39: 50 \times 100\% = 78\%$, “No” is $11: 50 \times 100\% = 22\%$.

Based on the recapitulation above, it shows that the total number of “Yes” is 78% and “No” is 22%. It means, in this percentage obviously indicates that the techniques in teaching vocabulary at the second year students of sekolah luar biasa (SLB) Sri Mujinab Pekanbaru are “ Very Good”. Moreover, there were some aspects that were applied well: the English teacher gives home work to the students (20%), the English teacher asks the students about the materials that have been explained before (60%), and the English gives questions to the students that are related to the materials given (60%). This fact indicates that the teacher does some techniques in teaching vocabulary, not all. So, the techniques in teaching vocabulary are classified as very good.

2. The Factors that Support the Teacher in Teaching Vocabulary at the Second Year Students of SLB Sri Mujinab Pekanbaru

After doing observation, the writer directly interviews the English teacher dealing with the factors that support the teacher in teaching vocabulary at the second year students of sekolah luar biasa (SLB) Sri Mujinab Pekanbaru.

The interview can be seen as follows:

Question one : Do you have goal to teach in deaf children? Why?

Answer : Yes, I have. Because I want transfer my knowledge to them.

Question two : As far as you know, do you always guide the children to learn English?

What kinds of activities to develop their vocabulary?

Answer : Yes, I always guidance them. The activities are like audio visual, simulation and imitation.

Question three : Do you have high self-esteem to face deaf children? What is that?

Answer : Yes, actually I teach them psychologically.

Question fourth : are you interested to teach in deaf school? If the students do not have spirit to learn, what do you do?

Answer : Yes, I use maternal reflective, means that suitable with children condition and reality.

B. The Data Analysis

As mentioned in the previous chapter that quantitative descriptive technique is used to analyze the data. Descriptive technique with percentage is divided into two categories: firstly, qualitative that is described by words or sentence. Secondly, qualitative used by percentage or digit.

Basically, qualitative data are taken from the result of observation and interview. In addition, qualitative data are acquired by adding of data collected. Then, divided with all data and multiply 100%.

In this research the writer is focused on two main research problems namely:

1. The techniques in teaching vocabulary at the second year students of SLB Sri Mujinab Pekanbaru.
2. The factors that support the teacher in teaching vocabulary at the second year students of SLB Sri Mujinab Pekanbaru.

1. The techniques in teaching vocabulary at the second year students of SLB Sri Mujinab Pekanbaru.

In order to find out the data category of the techniques in teaching vocabulary at the second year students of SLB Sri Mujinab Pekanbaru can be seen as follows:

- Very Good (76%-100%)
- Enough (56%-75%)
- Less (46%-56%)
- Bad (Less than 45%)

(Suharsimi Arikunto 1998:246)

To get the percentage of the following formula is used:

$$P = \frac{F}{N} \times 100 \%$$

Where:

P : Percentage

F : Frequency of score

N : The total of score

(Sudijono 2008:43)

TABLE IV.6
THE RECAPITULATION OF THE RESULT OBSERVATION

No	Observation	Result of Observation			
		Yes		No	
		F	P	F	P
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3	The English teacher gets students' interest and involvement at the start of the lesson	4	80%	1	20%
4	The English teacher presents the lesson speak softly and gradually increase volume as the class become quite	4	80%	1	20%
5	The English teacher explains the lesson followed by gesture	5	100%	0	0%
6	The English teacher explains the lesson followed by picture	4	80%	1	20%
7	The English teacher asks the students about the materials that have been explained before	3	60%	2	40%
8	The English teacher gives questions to the students that are related to the materials given	3	60%	2	40%
9	The English teacher gives opportunity to the students to answer the materials that have been explained previously	5	100%	0	0%
10	The English teacher gives home work to the students	1	20%	4	80%
Total		39	78%	11	22%

Based on the observation recapitulation above, it can be analyzed as follows:

The table shows the number category “Very good” is acquired 76% - 100%, category “Enough” is 56% - 75%, category “Less” is 46% - 56%, category “Bad” is less than 45%.

So, some techniques done by the English teacher in teaching vocabulary at the second year students Sekolah Luar Biasa (SLB) Sri Mujinab Pekanbaru can be seen from the observation percentage recapitulation of teacher. The categories of A (76%-100%) are the English teacher introduces the lesson to the students, the English teacher check the attendance list of students, the English teacher explains the lesson followed by gesture, the English teacher gives opportunity to the students to answer the materials that have been explained previously, the English teacher getting students’ interest and involvement at the start of the lesson, the English teacher presents the lesson speak softly and gradually increase volume as the class become quite and the English teacher explains the lesson followed by picture. Then, the category of B (56%-75%) are the English teacher asks the students about the materials that have been before and the English teacher gives questions to the students that are related to the materials given; and the category of D (Less than 45%) is the English teacher gives home work to the students.

From data above, we can see that “the English teacher gives home work to the students” was seldom applied in this technique (20%). Then, “the English teacher asks the students about the materials that have been before and the English teacher gives questions to the students that are related to the materials given” were sometimes applied too (60%). So, It indicates that the techniques done by the English teacher in teaching vocabulary at the second year students Sekolah Luar Biasa (SLB) Sri Mujinab Pekanbaru are classified as very good.

2. The factors that support the teacher in teaching vocabulary at the second year students of SLB Sri Mujinab Pekanbaru.

a. Goals

The data that have been collected in this research shows that the teacher has a goal to teach in deaf children is transferring knowledge to them, and especially effective in school where some children have emotional problems. While, it is very important to develop their knowledge.

b. Parental Guidance

The parental guidance is good because the teacher always guide them with some activities like audio visual, simulation and imitation.

c. Good Self-Esteem

The teacher has high good self-esteem to face deaf children, actually he is teaching them psychologically.

d. Interest in Education

From the research, he is interested to teach deaf children. We know that sometimes the students do not have spirit to study in the class and the teacher use maternal reflective that is suitable with children conditions and reality.

Based on the formulation of the problem number two, this research is expected to find out the factors that support the teacher in teaching vocabulary. So, from the data analysis above, the factors that support the techniques in teaching vocabulary are goal, parental guidance, good self-esteem, and interest in education. While, those factors are important to support teaching and learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research intends to know the techniques in teaching vocabulary at the second year students of sekolah luar biasa(SLB) Sri Mujinab Pekanbaru. Beside, the writer also wants to know how she/he applies the techniques in teaching and learning process. Thus, in order to meet these objectives, the writer has conducted a research by using two instruments: observation and interview.

Based on what have been discussed as well as presented in the previous chapters, the conclusion which can be expressed for this research as follows:

- a. The first formulation of problem “The techniques in teaching vocabulary at the second year students of SLB Sri Mujinab Pekanbaru” the writer found that the result of the English teacher introduces the lesson to the students, the English teacher checks the attendance list of students, the English teacher explains the lesson followed by gesture, the English teacher gives opportunity to the students to answer the materials that have been explained previously, the English teacher gets students’ interest and involvement at the start of the lesson, the English teacher presents the lesson speak softly and gradually increase volume as the class become quite, and the English teacher explains the lesson followed by picture are categorized (80%-100%)“Very good”.

The English teacher asks the students about the materials that have been before, and the English teacher gives questions to the students that are related to the materials given is categorized (60%)”Enough”; and the English teacher gives home work to the students is categorized (20%)”Bad”.

- b. The second formulation of the problem is “The factors that support the teacher in teaching vocabulary at the second year students of Sekolah Luar Biasa (SLB) Sri Mujinab Pekanbaru”. The writer found that are Goal, Parental Guidance, Good Self-esteem and Interest in education.
- c. The techniques in teaching vocabulary tend on grade “very good”.
- d. The techniques in teaching vocabulary are considered successful at grade 78 %.
- e. The techniques in teaching vocabulary in unit learning techniques by using techniques.

B. Suggestion

Based on the result of research, the writer would like to address his suggestion namely:

- a. The teacher is suggested to give more home work to students.
- b. The teacher must be more communicative with students in teaching and learning process.
- c. The normal school, the teacher should use gesture to the students.

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APPENDIX I

TABLE
THE MEETING OF OBSERVATION

Day / Date :
Name of Teacher :
Lesson :
Class :
Meeting :

No	Observation	Result of Observation	
		Yes	No
1	The English teacher introduces the lesson to the students		
2	The English teacher checks the attendance list of students		
3	The English teacher gets students' interest and involvement at the start of the lesson		
4	The English teacher presents the lesson speak softly and gradually increase volume as the class become quite		
5	The English teacher explains the lesson followed by gesture		
6	The English teacher explains the lesson followed by picture		
7	The English teacher asks the students about the materials that have been explained before		
8	The English teacher gives questions to the students that are related to the materials given		
9	The English teacher gives opportunity to the students to answer the materials that have been explained previously		
10	The English teacher gives home work to the students		
Total			

APPENDIX II

INTERVIEW QUESTIONS

The factors that support the teacher in teaching vocabulary

1. Do you have goal to teach in deaf children? Why?
2. As far as you know, do you always guide the children to learn English? What kinds of activities to develop their vocabulary?
3. Do you have high self-esteem to face deaf children? What is that?
4. Are you interested to teach in deaf school? If the students do not have spirit to learn, what do you do?